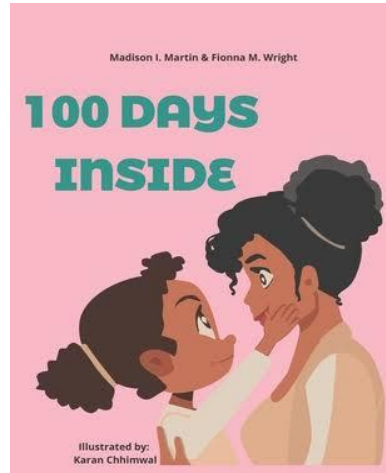


## Second Reaction: First Grades Guide to 100 Days Inside: A First Grade's Class Journey to Navigating COVID-19

Martin, Madison I. and Fionna M. Wright. *100 Days Inside*. Illustrated by Karan Chhimwal. Kindle KDP, 2020. Print.



*Laryn Morgan*

As a first-grade teacher dedicated to culturally relevant pedagogy (CRP) and social emotional learning, I was excited to share *100 Days Inside* with my students. The book illustrates a special story about a mother and daughter and their experience at home during the current pandemic. The story perfectly captures what a lot of my students have expressed to me during this time in such a relatable way. Throughout the story, illustrations show how Madison and her family have coped with ongoing pandemic and her big feelings.

When I received *100 Days Inside*, I was excited to see that the characters illustrated on the cover represented the majority of the students in my classroom. As an educator with a focus on CRP, I believe in the importance of representation, especially in the books that we read. *100 Days Inside* was the perfect way to open our virtual morning meetings and social emotional lessons for the week.

The illustrations by Karan Chhimwal provided familiar situations that my students were able to make real life connections to. The book is told through the lens of a young girl, Madison,

and her mom and discusses the different ways that her life is different now since staying home due to COVID-19. This perspective provided a way for my students to visualize and instantly make connections with the story. Another important aspect that helped my students relate were the descriptions of Madison's feelings in bold words. The flow of the book makes it easy to break down into sections. In order to have meaningful discussions with my students, I read a short section of the story during our morning meeting and social emotional learning block.

We started the block with a picture walk and created a list of the different things we noticed in the illustrations and how some of the words were bold. After our picture walk, I read the first section of the story. Madison describes why staying inside is keeping everyone safe. I started our discussion with a question that Madison asked her mom, "...Will our family and friends be ok? Will we be ok? Will we ever get to see anyone again?" (Martin & Wright unpaged). We discussed how Madison felt scared and worried and what those feelings meant. This led to an open discussion about situations that make us scared and/or worried. What I appreciated most about the text is the way the author described her big feelings and included ways to cope with those feelings. Through that, we were able to come up with ideas, including the ones described in the book, with how to deal with those emotions in a positive way.

Madison also describes missing her friends and family. Since she is an only child, she often feels lonely. My students often express how they wish they could be back at school with their friends. Before reading this section to my students, we talked about each bold word; lonely, excited, happy, loved, proud, cheerful, bored, and peaceful. What makes us feel excited, happy, loved, proud, cheerful, and peaceful when we feel lonely or bored? This led our discussion to talking and making a chart about what we appreciate the most during this time. My students listed our virtual meetings and video calls with their grandparents and other extended family members for the chance to still see them. We ended our discussion with ways that we could make other people like our family, friends, and community feel loved during this hard time.

During the reading, I encouraged my virtual students to use our "classroom connection" hand sign if they heard or saw an illustration that they related to. After reading, we talked about the page that most students had a connection to, which was Madison and her mom shopping for groceries and her feelings of being nervous about how things have changed. We took time to compare and contrast the ways we normally did things before the virus and what we do now to

keep people safe. We ended our discussion with how this change was positive in order to help to keep each other safe.

The last section of the book provides hope for the near future. Madison discusses what she looks forward to once it is safe outside again. The book concludes with a summary of all the feelings Madison felt and the ways she copes. After finishing the book, we talked about what we looked forward to when it was safe and the importance of being grateful for what we have now. I believe that this helped my students realize that many other kids are feeling the same way and that it is okay. I'm thankful for the opportunity to have a book that is so specific to this time in order to guide meaningful conversations with my students. Because of *100 Days Inside*, we've decided to incorporate making lists like Madison of what we're grateful for in the morning and what we're thankful for at the end of the day.

### **Works Cited**

Martin, Madison I. and Fionna M. Wright. *100 Days Inside*. Illustrated by Karan Chhimwal. Kindle KDP, 2020. Print.

### **About the Author**

**Laryn Morgan** is a first year PhD student at Indiana University-Indianapolis (IUPUI). She is a third year first grade teacher at Brook Park Elementary School. She lives in Indianapolis, IN with her puppy Blaze.